AIMS-A CHECKLIST
PORTFOLIO RECOMMENDATIONS

IEP Teams are encouraged to maintain student portfolios to facilitate the continuity of services to students. It is recommended that the portfolios accompany the Standards Status Report and follow the student from grade to grade and/or school district to school district. The portfolios may include the following:

Work Products

1. List of survival words, logos, and environmental signs the student knows (R-FS3/1)
2. Match picture to word (R-FS5/6)
3. List of words student reads (R-FS5/7)
4. Print first/last name from model (W-FS3/1)
5. Print address/phone number from model (W-FS3/4)
6. Print first/last name, address, and phone number without model (W-FS3/5)
7. Print simple words and sentences without model (W-FS3/6)
8. Document events regarding specific topic (e.g., retell story, experiences, movie, or write in journal with words, pictures, or drawings) (W-FS4/2)
9. Create chart to communicate information or data (2M-FS2/3)
10. Current daily activity schedule student uses or for students who are blind, a photograph of their current tangible object daily activity schedule. (2M-FS2/1)

Optional Videotape Clips

View of student participation during ongoing social interaction (e.g., during interaction on the playground or hanging out in the break room at work). (LS-FS7/1)


ACTIVITY-BASED PERFORMANCE ASSESSMENT
PORTFOLIO RECOMMENDATIONS

Work Products

1. Make shopping list (W-FS4/1)
2. Calendar of appointments or assignments with due dates (2M-FS2/2)
3. Develop personal budget (2M-FS3/5)

Optional Videotape Clips

View of student use of coins and/or bills to purchase items in a natural setting (e.g., school store, lunchroom, restaurant, store in the community, and vending machine). (1M-FS4)


10/01/01